



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

Caesar: The Gallic War, Books I-VII. Edited by ARCHIBALD LIVINGSTON HODGES. New York: Macmillan, 1909. Pp. 522. \$1.10.

This edition of Caesar contains the seven books of the *Gallic War* with full notes on the first five books and on chaps. i-xxvi of the sixth book. The remainder of the text is provided with brief notes at the foot of the page, for sight-reading. A series of word groups arranged on a basis of etymological relation is included, and the words given by Professor Lodge in his *Vocabulary of High-School Latin* to be learned in the second year of high-school work are specially indicated in the vocabulary. The introduction contains the usual historical and descriptive material to be found in books of its class. The book cannot be said to contain distinctive features of any great importance. Perhaps it is hardly to be expected that anything especially new in method of presentation should be offered in a textbook of Caesar at this date, and anyone who believes he can provide more helpful annotations and explanatory material may find sufficient reason for the preparation of a new edition in that conviction.

The notes provided by Mr. Hodges, seem to be written with a good appreciation of the sort of difficulties found in second-year work, and of the form of explanation likely to be easily comprehended. He has given rather more attention to the significance of tenses than is usual, and in so doing has furnished useful material, especially for the young teacher.

The number of grammar references given appears unnecessarily large. For example, the notes on chap. iv of Book II, which would naturally make one day's lesson, contain thirteen different references to the grammars. To expect a schoolboy to take up his grammar that number of times for the purpose of looking up references in preparing a lesson is to show a beautiful optimism as to the conscientiousness of the modern boy. This may be an extreme case, and it is true that some other editions have the same fault. But it ought to be clear that the only way to make notes useful to the pupil is to exclude everything which may prevent him from seeing the information which is actually needed. A large part of these grammar references are not needed, and will not be used by the average pupil.

The appearance of the Latin text on the page is not so clear as could be desired. In this respect the book compares unfavorably with several other available editions.

H. F. SCOTT

THE UNIVERSITY HIGH SCHOOL
THE UNIVERSITY OF CHICAGO

Studies in the History of Modern Education. By CHARLES OLIVER HOYT. Chicago: Silver, Burdett & Co., 1909. Pp. 223.

The lack of a suitable textbook in the history of education for his students in the Ypsilanti Normal School led Dr. Hoyt to compile the materials now printed in this little manual. From the standpoint of scholarship alone the book hardly deserves attention; it contains nothing new, and much that is erroneous. It does merit notice, however, as the attempt of an experienced teacher of the history of education to make a teachable textbook in the subject